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and the continuance of the disease in any place is so impossible of practicable application in a community of people of the kind that usually live in these infected places, that very little can be hoped for from prophylactic measures which would consist in the segregation of all persons infected with the worm, and the destruction of all the mosquitoes or the prevention of their biting any healthy person—both ideal things but largely impracticable." From the above, you will see that the *causes* of the disease are already known and a Commission to enquire into the *causes* will serve no useful purpose. The matter will be further looked into.

111. The desirability of opening a dispensary at Kumarakam.

Mr. G. A. Baker (Member, Nominated) observed that he did not think it necessary to explain at length the need for a dispensary at Kumarakam. For, it was in recognition of it that the Government had been giving an annual grant of Rs. 100 to the grant-in-aid dispensary that once existed at Kumarakam. Somehow, that institution did not work well. Cholera periodically visited the village and the nearest Sirkar medical institution was about 8 miles away. Though there were several Sirkar hospitals and dispensaries in the State, medical aid had not yet come within easy reach of the interior villages, and the people in and round Kumarakam suffered much for want of a dispensary. He therefore requested the Government to open a dispensary at the place.

Dewan's reply.—The Darbar Physician will be asked to report on the subject.

112. The need for a hospital at Perumbavur.

Mr. Govindan Govindan (Member, Kunnatnad taluk) said that the taluk was densely populated. Owing to the existence of several Sirkar institutions in the taluk and with the opening of a Munsiff's Court recently, the number of people that had to resort to it on business was large. With the growing importance of Kaladi, the influx of pilgrims was also not a negligible factor. Several hospitals and dispensaries were now maintained by the Government all over the State, and the Member had no hesitation in saying that there was not another taluk which had not a Sirkar medical institution. The taluk was to some extent malarious and epidemics also made their appearance periodically. He could not realise why the taluk alone should be neglected in the matter of medical relief. He requested that a hospital be opened at Perumbavur. If, for any reasons, the request could not be granted, he prayed that arrangement might be made to send medicines from the nearest Sirkar hospital to the private medical institution now conducted at Perumbavur.

Dewan's reply.—The Darbar Physician will be asked to inspect the place and report if there is need for a Government medical institution in the taluk.

VII.—Education.

113. Certain defects in the Education Code.

Mr. Padmanabhan Parameswaren (Member, Pathanapuram taluk) observed that, in the 7th and 8th sessions of the Assembly, some of the defects of the Education Code were

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clearly laid before the Assembly by Mr. P. K. Kesava Pillai, and he conveyed the thanks of the people to the Government for a few beneficial changes that had since been made.

At the outset, he said that the increase in the school-fees and the stoppage of scholarships operated as a serious impediment in the way of education, and he requested that that might receive kind consideration at the hands of the Government.

He next said that, in some of the Malayalam text-books prescribed by the Text Book Committee, there were objectionable passages, which should not have found a place in them. Mr. P. K. Kesava Pillai had given a list of some of such passages and the same was under reference to the Text Book Committee. He understood that the Committee were sending a report that there were no objectionable passages at all in the text-books. He requested that the Government should look into them when the Committee's report was received and delete the passages. If the Text Book Committee had carefully examined the books before approving them and otherwise discharged their function properly, there need have been no room for a representation of the kind.

Dewan.—If the Member will give a list of the passages said to be objectionable, it will be considered.

The Member then referred to the School Final Examination and the certificates awarded to the candidates. Two kinds of certificates were being given, one with the endorsement "Granted" and the other with an additional endorsement that the candidate was qualified to enter the public service. It was not made known to the public what minima should be obtained in the different subjects or groups of subjects to entitle one to receive the superior certificate qualifying him for the public service. There was no justification for keeping the principle of differentiation a secret. Without a knowledge of that, it was not possible for the student to make up his deficiency and fit himself for the higher certificate. The students with the lower certificate, *i. e.*, with the endorsement "Granted", failed in a vast majority of cases to secure admission into the Intermediate Class. They would also not be admitted into the public service. Further, in British India, the men who did not pass the School Final Examination but who had undergone the full course were admitted into the higher class. The Member said that a failed School Final student from here was given admission into the Intermediate Class in Tinnevelly. He therefore failed to know why greater rigor was necessary here than in British India.

Rule 127 B of the Education Code did not lay down that the "Granted" endorsement holders should not be admitted into the public service. The heads of departments had also appointed as many as 46 such men into the service and the Government had, by their G. O. No. E. 20413, dated the 16th October 1912, ruled that all of them should be disbanded. If the intention of the Code was to prohibit their entertainment, and that was unmistakably clear, he could not see why they were entertained at all.

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Dewan.—The Government have no objection to notify the minimum percentages of marks required to entitle students to the public service endorsement. But no student who has not secured the public service endorsement will be entertained in the service. These men must rejoin class and get the public service endorsement; in fact, they will be treated like the large army of failed matriculates. There is however this advantage held out to them, *viz.*, that without the public service endorsement, it is open to the College authorities to admit them into the Intermediate Class. The differentiation of the public service endorsement is made purely for the guidance of the heads of departments, so that they might choose the better class of men. It is equally open to the College authorities to refuse admission to the public service endorsement holders to the College. In fact, so far a s admission to the College is concerned, they are both alike. Action will be taken to notify the minima required to qualify one for the public service endorsement.

Mr. V. Narayanan Unnithan (Member, Kartikappalli taluk) said that he was in substantial agreement with the general educational aims of the Government. The real grievance against the Code was its tendency to extinguish private enterprise in the field of education, on the ground of inefficiency, when the Government had made no adequate provision for carrying on the work of the agency which they had displaced. He would prefer the inferior or the less efficient instruction to none. Until efficient schools were provided by the Government, it would be unwise, in the interests of education, to close the less efficient ones. The Government had declared openly that the reduction in the number of the Private Schools was one of the most healthy signs in regard to education. It was a regrettable fact that the number of the Departmental Schools had not increased proportionately to the growing wants of the people. He requested that, till a sufficient number of the Departmental Schools had spread in the country, some lenient treatment should be accorded to the Private Schools or at least the leniency shown at present in the case of the Departmental Schools should be extended to the Private ones. He then proceeded to discuss certain rules of the Code to show that they were all aimed against the Private Schools.

Rule 48 did not seem to apply to the Departmental Schools. It was contemplated to prescribe reference books, appliances &c., only for the guidance of the Managers. But the same rule gave the arbitrary power of judging whether a Private School had improved to a "reasonable standard of efficiency" to the Inspecting officer, and his opinion, if unfavorable, would stop the recognition of the school. The Departmental Schools were all supposed to have improved to a reasonable standard. The Member said that none of the Departmental Schools, except perhaps the Higher Grade Secondary School at Trivandrum, satisfied the conditions imposed on the Private Schools in regard to reference books, appliances and reasonable standard of efficiency.

Rule 66 related to the transfer of pupils from one school to another. A reading of the rule with Rules 79 and 80 would show the real difficulty. The Manager or Headmaster

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had no option to refuse transfer certificates under the latter rules. If those rules were adhered to, the recognition of the school would be withdrawn under Rule 66 for not checking the frequent transfers of pupils. Again the Headmaster was responsible for the internal management of a school and could grant a transfer certificate without reference to the Manager. It did not come under the powers of the Manager to veto the grant of the certificate and the rule said "should the Manager fail to do so (check the frequent transfer), the recognition for his school may be withdrawn". The Departmental Schools were obviously outside the pale of the rule as they had no recognition to be withdrawn.

Rule 84 related to malpractices by students at public examinations. It was said that action might be taken against the school to which the pupil belonged *as well as* against the offending pupil. That the school also should suffer was hard. It was clear that no action could be taken if the offending pupil belonged to a Departmental School.

Rule 88 related to laxity in class promotions. Under the rule, the laxity would be sufficient reason for the withdrawal of recognition of the school. The danger became aggravated by the absence of a clear specification as to what constituted laxity. At present the discretion to decide it vested with the Inspecting officer. Here also the Departmental Schools were quite free.

Rule 96 related to the case of an excess in the number of pupils in a class over and above the prescribed maximum. The Departmental Schools never followed the rule. On being asked by the Dewan to quote specific instances, the Member said that the Departmental Lower Grade Secondary School at Haripad contained 56 students in the two divisions of the Preparatory Class, while the maximum prescribed was 50, and 36 students in Form I, as against the prescribed maximum of 25. All classes of the Departmental Higher Grade Elementary School at the same place had more than the prescribed maximum number of students. But at the same time and place the excess of one student in Form IV of the Shunmukha Vilasam Higher Grade Secondary School was the subject of comment and the boy had to be expelled. The Member said that that also went to show that private enterprise was being systematically discouraged.

Dewan.—In regard to the Education Code, the weak point of all the agitation for the last three years was that most of you have been moving in the wrong groove and appeared, as it were, to *plead* for the Private Schools. When once you admitted that the provisions of the Code were wholesome, the proper and more judicious attitude for you would have been to say that it was gratifying that the educational reforms were working rigorously in the case of the Private Schools and that you felt sorry that the quality of education in the Sirkar Schools was suffering because the rules were not being enforced with equal strictness in their case. There can be no doubt that there are a large number of Government Schools in which the classes are overcrowded. As a matter of fact, none of you have ever, except now, mentioned the names of the schools where such things did

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exist. Probably, many of these points would have got remedied much earlier if you had assumed that attitude. On the other hand, most of you have been mentioning these things periodically, not as matters which were objectionable and which should be set right in the case of the Government Schools, but as reasons for increasing the volume of laxity in the Private Schools. What we are all interested in is that our boys should get really good education. The Education Code is not an end in itself, but it is only a means to an end. To every educational question that you take up, if only you will apply this test, the line you should follow would be quite clear.

Rule 127, the Member continued and said, related to the grant of scholarships. The exact number of scholarships, fee concessions etc., in a school in a particular year, could be settled only after knowing the actual strength of each class and other circumstances. The Managers had now to propose a number without any of those details. It was unworkable.

Dewan.—The number of scholarships and that of concession rates have to be sanctioned in advance under the Code. It is quite possible to give the *maximum* of concessions that would be required.

Rule 129 laid down that all Departmental Institutions were *Recognised* Institutions; but Rule 128 defined a Recognised Institution to be one conducted in conformity with the conditions of the Code. The rules read together, therefore, gave a note of warning that, in the case of the Departmental Schools, there was no fear of non-recognition. As a matter of fact, however, the Departmental Schools were not, as a rule, conducted in conformity with the conditions of the Code. The Elementary School at Kartikappalli furnished a living example of the violation. Its building, a thatti shed with no doors, was located on a side of the public road on a plain reclaimed from a big tank. The portion of the tank not levelled was used by the public as a privy. The school had on its three sides the backyards of a few hundred Christian houses located in the street. The benches and chairs there did not deserve to be called so and the students were made to seat themselves on the sand. Any one of those defects would have caused the closing of it if it were a Private School.

Rule 134 required the previous approval of the Director being taken before new Private Schools were opened. The recognition would be refused if such approval was not obtained. The Member thought that the recognition could very well be made to depend on the financial stability and the local requirements. The present prohibitive rule worked hardship on the people who had an idea of starting a school where it was needed.

Rule 147 (*b*) related to grants to Secondary Schools. The rule was that the grant should not exceed the difference between the estimated income and the estimated expenditure. Under estimated income, the produce of the land or other property set apart for the maintenance of the school and the amount guaranteed by the Manager towards its support, were included. He said that it was a grave injustice, especially because the interest on the initial expenditure incurred for

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the construction of the school-building and the acquisition of site was carefully omitted from the estimated expenditure.

The Member concluded that, as a result of the provisions of the Code above enumerated and more which could be enumerated, the number of the Private Schools was ever decreasing for want of Government support. The Government could not start schools all at once in the place of those disappearing. He therefore prayed that the rules regarding recognition and grant should be relaxed, until the Government were in a position to supply the want of schools. Otherwise the education in the State was bound to suffer still more seriously in the future, as it had already suffered during the few years the new Code was working. That would be clear from the fact that the percentage of school-going population under instruction was now less than what it was before the introduction of the Code.

He next said that Vernacular education suffered seriously with the introduction of the Code. The very definitions of Elementary and Secondary Schools in Rules 18 and 19 were sufficient to show that the Vernacular was neglected in the Secondary Schools. In the Vernacular Schools only elementary knowledge of Malayalam was imparted, while, in the Secondary Schools, instruction was being given in and by means of the English language. Rule 34 showed the wide difference between a Secondary School Headmaster and an Elementary School Headmaster. In the opinion of the Member, the difference in the position of the two meant less respect for Vernacular education. Elementary Physics and Chemistry were taken away from the syllabus for the Elementary Schools, though there were several books on those Subjects in Malayalam. No library was provided for the Elementary Schools by Rule 47, though reference books were very often needed there. Demonstration room for the Elementary Schools was also prohibited. Rule 35 required partitions to be made to screen off one class from another in the Secondary Schools, but no such partition was required in the case of the Elementary Schools. Rule 39 did not provide a latrine for the Lower Grade Elementary Schools. Rule 45 contemplated much difference even in point of furniture between an Elementary and a Secondary School. Rule 52 required a Secondary teacher to state the subject he was qualified to teach but no such special qualification was expected of the Elementary teacher. In the higher classes of an Elementary School, Matriculates were preferred though they had no knowledge of the Vernacular. Rule 67 limiting the admission of pupils worked more hardship in the Elementary Schools. Rule 108 did not require scholarship registers in the Elementary Schools. It meant that there was no provision for scholarships in the Elementary Schools. All the above facts would show that in almost every rule of the Code, the Vernacular was very much depreciated. More than all, the greatest blow to the Vernacular education was the abolition of the Middle School and the Vernacular Higher Examinations. With the changes introduced by the Madras University, the institution of the School Leaving Certificate scheme was perhaps justified in the case of the English Schools. But there was no necessity to extend it to the Vernacular Schools and bring about such vast and radical changes in them. He requested that a Government Examination of a decidedly higher standard than

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that represented by Class VII should be instituted to test the proficiency of the students in the Vernacular.

Dewan's reply.—Noted.

114. The desirability of introducing into the Education Code some provision that will have the effect of prohibiting the admission, into the Secondary Schools of the State, of boys who are married.

Mr. K. G. Sesha Iyer, B. A. & B. L. (Member, Nominated) said that, at the third session of the Assembly, he had the privilege of moving the subject of free and compulsory primary education, and though the reply then elicited was unsympathetic, he was glad that primary education was now made completely free and almost compulsory. To some, the present subject might at first sight seem fantastic. The Education Department also might not perhaps like to have anything to do with reference to it. As regards the Hindu public, especially the Brahmin community, he thought that the subject would have been more acceptable to them if only he had slightly modified it and proposed that the admission to the Secondary Schools should be restricted to *married* boys as, in that case, the difficulty felt by the Brahmin father in procuring a husband for his daughter and the payment of *vara-sulka* would not confront them. On the contrary, the marriage problem, which was such a thorn now, would then get very easily solved, and it was perhaps likely that, instead of *vara-sulka* or bridegroom's price, *kannia-sulka* would come to be demanded. But he was not satisfied that the subject would have the effect of creating any difficulty in respect of the marriage question by accentuating the tendency for demanding the bridegroom's price.

As regards the educational aspect of the question, it was his conviction that, though just at present the question might seem queer, the time would soon come when the Education Department would have to face it squarely. During the last two years the question had been taken up for discussion both in the papers and on the platform, and a great deal had been said both by the Hindus and non-Hindus about the peculiar feature of Indian education, namely, that, in High Schools where the boys were below 16 years of age, a large number of the students, especially Brahmins, were seen to be married. The Member learnt from the statistics collected by him that that was really the case. In England, it would not be possible to come across any instance of a boy of 14 being married, certainly not when he was a student, though under the law such a marriage was valid. It might be seriously questioned how the Education Department could remedy a *social* vice like that or the Government interfere in such a matter. He said his answer was that all questions relating to national efficiency had to be solved by the Government and means had to be devised by them by which national efficiency or national fitness could be maintained for national ends. The very first step to social reform was admittedly education, and as the character of the reform depended on the form of the education, the Educational Department, more than any other department of the State, had to devise the means to keep up the national fitness or national efficiency, so that all the boys of the State, in whatever walk of life they might be placed, might be able to discharge their national function to the best advantage of the State. That duty of the State would become more obvious if it be remembered that the theory of national life associated with the twentieth century was that organisation and intelligence in every department of work was indispensable for national existence. Any disinterested observer would, so far as the Brahmin community was concerned, have seen that,

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